

## ASSESSMENT POLICY

### RATIONALE

Assessment identifies *how well* a student has (or has not) learnt specified content. Accurate and comprehensive assessment of student performance against individual learning goals and/or against The Victorian Curriculum standards; guides student learning, aids in establishing open communication and assists in establishing future direction, rather than simply a prelude to reporting achievement.

### IMPLEMENTATION

- The school accurately assesses student achievement against the Victorian Curriculum.
- The school will establish a whole-school assessment schedule with expectations of the frequency and types of assessment. Assessments will be a mix of summative and formative assessment. These may include tests, learning tasks, observations, discussions and involvement in nation-wide standardised testing processes including; NAPLAN and school entry assessment tests.
- The school will use SPA, Compass and student classroom files as a manageable system of keeping records that will provide a rich mixture of observations, results, reflections and discussions.
- Some assessments will be made available to parents via Learning Tasks on Compass. They will be made available during various times throughout the term.
- Self-assessments by students against individual learning goals will be a feature of our assessment regime.
- The school will assess and report the achievements of students with disabilities and impairments in the context of levels A - D in the Victorian Curriculum. Student Support Groups will develop Individual Learning Plans containing learning goals and teaching strategies. Progress towards individual learning goals will be evaluated and reported by Student Support Groups.
- Students for whom English is a second language will have their progress in English reported against the EAL Companion to The Victorian Curriculum.
- Staff will participate in moderation and professional development involving assessment maps and annotated work samples so that they can apply consistent judgements of student progress against the Victorian Curriculum Standards.
- Staff will participate in professional development involving analysis of assessment data to; track trends; identify priorities and; inform future goal setting, planning and teaching.

### REVIEW CYCLE

This policy was last updated in November 2019 and is scheduled for review in 2023.